

Status of Women in India after Independence

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Introduction

“That country and that nation which doesn’t respect women will never become great now and nor will ever in future and in pursuits of making India a great nation. Let us work towards giving women their much deserved status”
-Swami Vivekananda

Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life so that, we can’t neglect the importance of education in reference to women empowerment. The education is milestone of empowerment. It enables the women to do reply for the challenges face to face problem of their traditional role and change their life, so that, the women empowerment is possible through education. That is why we should not neglect the importance of education. Literacy makes the person free from ignorance, exploitation and poverty. It set free minds, opening up new interests, new opportunities and self-confidence and further equipping them with the self respect and freedom to participate sustain and very good in their life. Illiteracy on the other hand, develops ignorance, which, leads to exploitation, poverty, neglect crimes and number of social evils. Illiteracy prevents from having women from all opportunities and further prospects of leading a meaningful life and enjoying good standard of living.

After Independence, women of India took to education in a relatively larger number. For example, in 1901, the literacy level of the females in India was just 0.6%: it increased to 54.16% in 2001 and 65.46% in 2011. This brought down the gap between male and female literacy rates from 28.84% in 1991 to 21.70% in 2001 and 16.68% in 2011.

Various benefits such as free scholarship, loan facility, hostel facility, etc. are being given to women who go for higher education. By making use of the new opportunities, a large number of girl students go for higher education today. Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process.” (ICPD Programme of Action, paragraph 4.2)

The educational achievements of women make a small wave effects within the family and from one generation to the other. As such greater importance was given to women education; separate schools, colleges and universities for women were opened to provide access to education for a weaker section of women. In fact National Education policy 1986 has been in favour of empowering women through education, It gave call to remove the gender based prejudices by the inclusion of relevant issues on women development in curriculum and promoted a “women studies” as one of the academic subjects at college level and opening of study centre in universities and colleges. As such there is increase in enrollment of girls students at different levels of education at present.

In our country the gender equality and human right is having greater importance. To make woman to live in dignity, empowering of women is need and with that advancing development and reducing poverty. Empowered women contribute more to society and family with providing greater importance for family health and productivity for society to improve the chance for success for the future generation.

Vishak et al., state Rajasthan was a 1997 Indian supreme court case Vishakha and others women filed public interest litigation (PIL) against state of Rajasthan. A social worker in Rajasthan was brutally raped by a number of upper class men, because she had tried to stop a child marriage, a petition was filed after Bhanwari Devi.

India finally enacted its law on prevention of sexual harassment against female employees at work place. The Sexual harassment of women at work place Act, 2013 has been made on April 23, 2013 by way of publication in the Gazette of India.

Nirbhaya case reveals that 2012 Delhi gang rape case involved a rape and fatal assault that occurred on 16 December 2012 in Murnika, a neighborhood in south Delhi. Thirteen days after assault, she was transferred to a Singapore for emergency treatment, but died from injuries two days later. Journalist holding placards and banners and protested against the alleged assault, attempt to murder and out raged the 5 modesty of a woman reporter of a As per the present study primary secondary and tertiary teachers differed in some aspect of

personality, of them. Some characteristics are positive and some are negative towards women empowerment. This implies the need for training in life skills/soft skills leading to personality development. It is known fact that initiative have been already taken to provide training for teachers in life skills. But, it is very important to organise these training programmes specifically for women teachers were in some special issues related to women will be highlighted and women teachers are oriented towards achieving women empowerment.

It is found that women teachers have average level self concept. But high level self concept is required to meet the requirements of high level empowerment. This implies more provisions for development of higher self concept among women teachers-based television news channel in a police station here where she had gone on duty. The NCRB 'Crime in India', 2002 says that 11,332 women and girls were trafficked, 31 women and girls were trafficked every day, 1 woman or girl was trafficked every 46 minutes. The Immoral Traffic (Prevention) Act was passed in 1956. However many cases of trafficking of young girls and women have been reported. These women are either forced into prostitution, domestic work or child labour. Some victims of acid attacks in India are Chanchal Paswan, Sonia Choudary, Laxmi, etc.

After India attained independence in 1947, the University Education Commission came into existence in order to recommend suggestions to improve the quality of education. However, their report spoke against female education, referring to it as: "Women's present education is entirely irrelevant to the life they have to lead. It is not only a waste but often a definite disability". (Report of the University Education Commission, Government of India, 1948-49, Vol. (i), Chapter XII, p.401.) But the fact that the female literacy rate was at 8.9% post-Independence could not be ignored. Thus in 1958, a national committee on women's education was appointed by the government, and most of its recommendations were accepted. The crux of its recommendations were to bring female education on the same footing as offered for boys.

Soon after that, committees were created which talked about equality between men and women in the field of education. For example, one Committee on differentiation of curricula for boys and girls (1959) recommended equality and common curricula at various stages of their learning. Further efforts were made to expand the education system, and thus the Education Commission was set up in 1964, which largely talked about girl's education. And owing to the commission's recommendations, a national Policy was developed by the Government in 1968, providing increased emphasis on female education.

In the Indian context, the concern for women's empowerment was very visible in the thoughts and writings of social reformers of the 19th and 20th centuries and this rich legacy of women empowerment were once again reemphasized by our constitutional framers which later on were translated by the government policies, initiative, scheme and programmes for promoting women empowerment. The growing concern for bringing an attitudinal change in society for empowering women got culminated in the declaration of 2001 as the empowerment year for women taking the note of women's role in the nation building activity, the government adopting a national policy to offer 'swashakthi' to women.

India is a democratic country. Apart from this, it is a fact that there is deep ignorance in the society about the values of women, Now a days our government is trying to give special attention to the participation of women in society and to their education, socio economic and political awareness.

The human development report 1995 says that "Investing in women's capabilities and empowering them to exercise their choices is not valuable in itself but is also surest way to contribute to economics and overall development". Since 1999 demonstrates that partially no country in the world treats its women as well as men according to the measure of life expectancy wealth and education. Developing countries present especially urgent problem where caste and class result in acute failure of human capabilities of women Status of women is undergoing a sea of change, supported by constitutional guarantees to ensure dignity and equal opportunities. Their active participation in all walks of life including education, politics, sports, science and technology, has been growing. Considering, the role of women in the development of nation. The government has taken several measures to strengthen Panchayath Raj system with the active participation of women. This gave a boost to increase the number of women's are elected to the Lok Sabha and state assemblies, this shows as an indication to suggest their political empowerment.

The hand that rocks the cradle is the hand that, rules the world. Women have to be conscious and aware to feel and realize at every step of their life that, they are the builders of the nation and the peaceful world.

Government of India has devoted pointed attention to the objective of achieving the universal literacy since independence through the effective implementation of the Five Year Plans. Despite persistent efforts of the Government of India, illiteracy though declining in percentage continuous grows in absolute numbers. The World Bank has estimated that in 2000 A.D. there will be 500 million adult illiterates in India constituting 54.8 percent of world's illiterate population in 8 the age group 15-19 years. Since Independence, determined efforts have been made towards the achievement of the Universal Literacy in India. These problems need to be classified on the basis of age, sex, class and caste because the problems at each category are different for women's literacy. Enrolment and retention in schools are considered today as crucial factors for a literate

society. In the case of girls both initial enrolment as well as retention are major problems. In rural areas girls are kept busy at home in sibling and household care, in fetching fuels, fodder and water or in earning a day's wage.

Therefore the problem of education of women is not only access, uniform curriculum and provision of education facilities, but it is also a problem that is closely related with our tradition and socioeconomic structure of the society. Thus, the Integrated Learning Programmes for women have to be universalized which will riot only emphasis on literacy but also on empowering women through awareness building on the necessity of educating girls, social issues, bring about attitudinal change, promoting skill training for employment. providing information on healthcare, nutrition, hygiene and small family norm, The growing availability of communication media should be directed towards Keeping up information flows and inculcating positive image of women in non-conventional roles, Mass scale Adult education programme for women in the age group 15-35 years, Non-formal education for the age group 6-14 years and the formal school system – these three systems of education have to be integrated and coordinated to eradicate illiteracy among females. Continuing education centres should be strengths to provide training and for retention of literacy skills. The National Policy for Education document made a strong commitment to 'a well conceived edge in favors women' as 'an act of faith and social engineering'.

These commitments have been translated into concrete guidelines, and have resulted in a number of interventions which focus on the empowerment of women as the critical precondition for their participation in the educational process. The impact of these programmes is reflected in the decennial growth rate in female literacy of 9.54 per cent (Census 1999)) which is significantly higher than the corresponding figure for males (7.76 per cent). Despite the importance of women education unfortunately only 39% of women are literate among the 64% of the man and 65.46% in 2011.

The Mahila Shikshana Kendras (16 in number) are a unique residential learning opportunity for adolescent girls and young women. The curriculum based on a holistic approach includes imparting basic literacy, life skills, and a preparation to play a leadership role in the development of their communities. The Mahila Shikshan Kendra is evolving as an innovative strategy to address the learning needs of adolescents and young women. Adult literacy is being addressed in a variety of ways, literacy centres camps continue to be quite popular. Efforts are on to collate and prepare gender-sensitive learning materials. Legal and environmental literacy needs are also being integrated in the learning materials. Under the Mahila Samakhya programme, health education has received, considerable attention primarily because it is of great concern and interest for the sanghas.

Conclusion

The biggest challenge before the Government and NGOs is to create awareness and Sensitization among people to all levels, specially in rural areas, about the special needs of women and girls, and that imparting education to women is a great service to society, as this vital section of society remainder deprived and neglected from the very past. There is a need for affirmative and real action in favor of women which will ensure the women to right to food, Shelter, Health, education and employment. Women have to become more conscious about their oppression, grab opportunities and take leadership and become more self reliant.

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